DOCUMENT RESUME

ED 267 006 SO 016 985

AUTHOR Peters, Richard
TITLE Stewardship. Our Common Home: Earth. A Curriculum Strategy to Affect Student Skills Development and Exposure to Diverse Global Natural/Social Environments.
INSTITUTION Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.
PUB DATE Aug 85
NOTE 37p.; For related documents, see SO 016 983-986 and ED 258 893.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Cooperation; Curriculum Development; *Environmental Education; *Global Approach; *Interdisciplinary Approach; Intermediate Grades; *International Cooperation; Learning Activities; Secondary Education; Skill Development; Social Influences; Social Studies; Units of Study

ABSTRACT

One of a series of global education instructional units, this curriculum on stewardship was designed to be infused with existing social studies courses aimed at students in grades 5-12. Concept-based and skills-oriented, the curriculum provides opportunities for students to develop an understanding of the relationship between humans and global natural environments; of the relationship between humans and global social environments; of why global cooperation is an important human goal; of various types of global cooperation; and of the effects of each on natural/social environments and humans. Following an introduction, the importance of combining geography education, ecological studies, and a sociological perspective in enhancing a student's global awareness is emphasized. A series of charts showing the concept to be taught, the topic, essential student outcomes, performance indicators, and content are included. They are accompanied by charts listing specific activities, print and nonprint materials, enrichment activities, and suggestions for evaluation. A rationale statement concludes the curriculum. (LH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

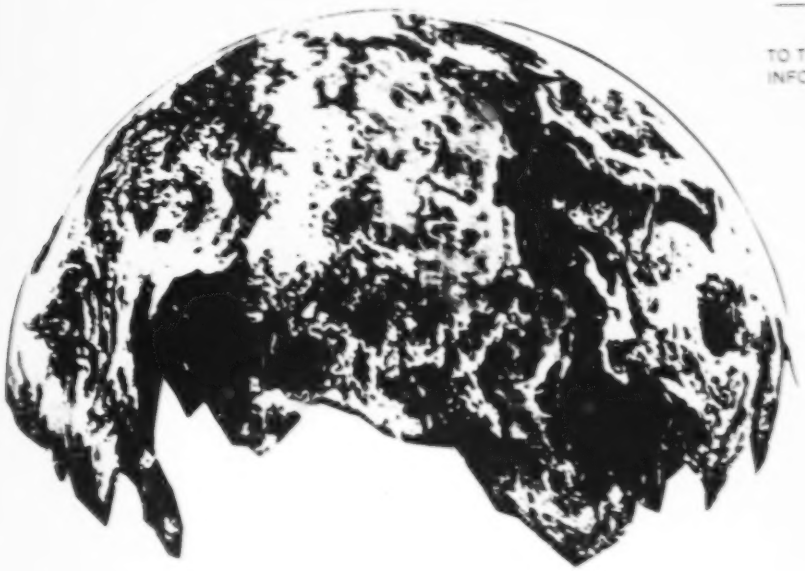
Richard Peters

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED267006

OUR COMMON HOME: EARTH

A Curriculum Strategy to Affect Student Skills Development and Exposure to Diverse Global Natural/ Social Environments



Richard Peters, ED D

GLOBAL HORIZONS

AUGUST 1985

SO 016 985

Stewardship

ABOUT THE AUTHOR

Dr. Richard Peters has been directly involved in the design/development/delivery/monitoring/assessment of environmental education and global studies curricula since 1970.

Dr. Peters supervised the development of the PIE; PEOPLE IN THEIR ENVIRONMENTS, and SEA; STUDENT ENVIRONMENT AWARENESS programs for local school systems, and HELP; HUMANS AND ENVIRONMENT LEARNING PROGRAM, for Global Horizons in 1982. Several manuscripts dealing with HELP and 'proactive action students' have been announced by ERIC.

Dr. Peters is currently a member of the International Activities Committee of the National Council for the Social Studies (NCSS), and is a lifelong member of Delta Tau Kappa (Florida State University) and Alpha Kappa Delta (University of Southern California). In 1982, Dr. Peters received a Fulbright Grant to study culture and history in India.

In 1976, the National Council for the Social Studies published <u>How To Teach About Human Beings and Their Environment</u> as part of its HOW TO DO IT SERIES for inservice teachers; K-12.

INTRODUCTION

In 1965, the Association of American Geographers stated that "for the United States ... to participate effectively in world affairs, its leaders and citizens must have a coherent understanding of the earth's regions and people" .

The Commission on International Education of the American Council on Education (1984) stated that in order "to deal effectively with the multiplicity of problems (America faces) in this shrinking world requires an increasing international competence" . In order to maintain and increase this competence, Americans must be prepared to understand other peoples and societies well enough to be able to work effectively with them on a broad range of economic, political, and social issues. [1]

In Guidelines for Geographic Education (1984), the National Council for Geographic Education stated that "Americans' ignorance ... of the world will have dire consequences for our nation's welfare, strength, and global interdependence and for the effects we have on people in other nations. WE must strive to understand how the actions of our society influence other societies and how their actions affect us. A sound geographic

---

[1] Commission on International Education. What We Don't Know Can Hurt Us (Washington, DC: American Council on Education, 1984)

education provides the concepts, information, perspectives and skills needed to understand ourselves, our relationship to the earth, and our interdependence with other peoples of the world.

In short, geographic education can satisfy our deep need to know about other people and places, the natural environment, social environments, the capacity of the earth to support human life, and to enhance our perception of places and people on a global scale.

NOTE

In 1971, Dr. Peters was the recipient of a Meritorious Teacher award from the National Council on Geographic Education.

There is no escaping the fact that the world is currently undergoing an environmental crisis on two interrelated planes: human environment and natural environment.

If humankind is to successfully save the entire world from total destruction, it must begin now to educate and train individuals who possess the knowledge, experience, and attitudes needed to responsibly confront problems and provide solutions.

The only way that change and problem solving can occur is to educate a generation of global citizens who willingly assume the responsibility for improving the conditions of natural/social environments, on a twenty-four hour a day, three hundred and sixty-five day a year bases. The only way that such a determined vigilance can occur is for each-and-every individual to internally develop a sense of environmental stewardship.

In its Global 2000 Report to the President (1980), the Council On Environmental Quality stated that unless nations collectively take bold and imaginative steps toward improved social and economic conditions, reduced fertility, better management of natural resources, and protection of the environment, that the world in 2000 will be more crowded, more polluted, less stable eco-

logically, and more vulnerable to disruption than the world we live in now.

Alarmists such as Barry Commoner (1971) believe that we face an environmental crisis, on a global scale, because the means by which humans use the ecosphere to produce wealth are destructive of the ecosphere itself. The present course of human civilization is self-destructive and suicidal.

In 1972, Jerome Frank (Why Do We Still Have An Ecological Crisis?) stated that the unbridled exploitation of natural resources to promote human welfare is polluting the biosphere to an extent that poses real threats to the continuation of the human species.

Are People: An Endangered Species? (1979) Cynthia Green promotes the notion that because of man's environmentally destructive activities, hundreds of plant and animal species are threatened by extinction.

SOLUTIONS?

Glenn T. Seaborg has stated that humans must establish a new set of individual, societal, and global philosophies. Following up on that notion, James Swan comments that the achievement of social and environmental quality will require a value

revolution.

Ian McHarg has stated that if humans think of the world as a single interacting biosphere ... we see ourselves as united to all life.

Lee Anderson has noted that each of us is involved in the global society. Biologically, we are involved in the global society because we are members of a single, common species of life. Because we are a part of earth's biosphere, we are inescapably linked to our planet's material and energetic structure.

Environmental problems do not stop at national boundries. There is a need for the people of the world to act, collectively, in order to solve common problems.

Howard Ennes suggests that there is a need to create a public understanding of the environment and an increased awareness of the individual and social responsibility to it. Programs should be created which focus on the individual in a cohesive global community. We must accept the responsibility to know ourselves and to know the global environment. We must also accept the responsibility to participate constructively in environmental planning, in priority setting, and in decision making.

Because humans have built novel and unnatural environments with great inventive genius, they have displayed little concern for the ecological complex of which they are but a small part. It is time, now, to make indepth analyses of environmental ills ... and to collectively work toward their solution.

In 1970, Joseph Fisher (Resources for the Future) stated that young people and adults, alike, need information and insights re: interpretations of environmental conditions, analysis of problems and alternative solutions, and the capacity to choose wisely from the best of numerous courses of action.

As stated by Gerald Marker, what one nation does (or does not do) impinges upon other nations. The fate of some of us is quickly becoming the fate of all of us.

In a global age when worldwide interdependence makes itself felt in our daily lives, it is critical that we learn to exercise some control and influence over the transnational problems, institutions, and processes that impinge upon our well-being and the well-being of natural/social environments.

HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

OUR COMMON HOME: EARTH is a concept based, skills oriented curriculum guide series for grades 5-12.

This GlobeGuide is designed to be infused with existing and on-going social studies courses and programs of instruction.

note

The INTEGRATED INSTRUCTION AND LEARNING ENRICHMENT format employed with OUR COMMON HOME: EARTH provides the basis for lesson/unit organization and execution.

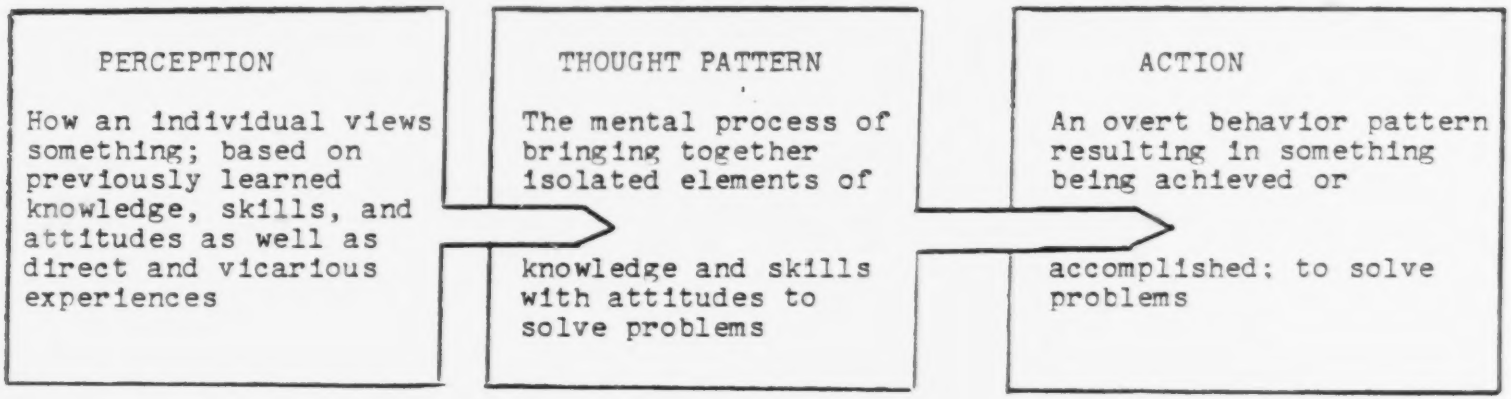
Flowing from left to right: from CONCEPT through EVALUATION, goals/objectives/activities/materials/ enrichment and evaluation strategies are designed to compliment each concept studied ... and to provide students with direct and vicarious exposure to global lifespace environments.

Our Common Home

Stewardship

The Humans and Environment Learning Program is designed to create a multi-grade scope--and--sequence re: student awareness of/ exposure to/ interaction with diverse global (natural and social) environments both directly and vicariously.

The PROACTIVE ACTION MODEL (PAM) is used to involve students in inquiry-critical thinking-decision making activities and skills application/reinforcement and refinement projects.


PERCEPTION
How an individual views something; based on previously learned knowledge, skills, and attitudes as well as direct and vicarious experiences
THOUGHT PATTERN
The mental process of bringing together isolated elements of knowledge and skills with attitudes to solve problems
ACTION
An overt behavior pattern resulting in something being achieved or accomplished; to solve problems

Our Common Home: Earth is a series of global education instructional units for grades three through six. Our Common Home: Earth provides opportunities for student study of the character/nature of ... natural/social environments within the context of our contemporary world.

As a result of his/her involvement with Our Common Home: Earth, the individual student will:

a) gain exposure to diverse global environments;

b) be introduced to basic concepts re: natural and social environments;

c) develop perceptions re: global environmental relationships;

d) develop geography skills;

e) develop critical thinking/decision making/ research skills;

f) develop an understanding of how other human groups live;

g) develop an understanding of the relationship between their present lifespace environment and the world community.

CONCEPT	TOPIC	ESSENTIAL STUDENT OUTCOMES	PERFORMANCE INDICATORS	CONTENT
STEWARDSHIP	Natural Environments and Humans	Students will demonstrate an understanding of the relationship between humans and global natural environments	Students will: identify/discuss (in paragraph form) three diverse types of natural environments, e.g., . aquatic . arid . coastal . mountainous . plains . polar . tropical match descriptions with correct natural resource names or identify/discuss (in paragraph form) four natural resources and how humans have exploited/used them; past and present, e.g, . animals/fishes . crude oil . land . minerals . natural gas . solar energy . wood/timber define/discuss (in paragraph form) the CARRYING CAPACITY of nature re: . human use/misuse of resources . over population . air/land/water pollution	A study of diverse global natural environments A study of natural resources; where found, quantities, quality, how formed and the value to the continued well-being of the natural environment ... as well as the value to humans. A scientific study of earth; its composition, how natural systems function/operate, kinds of resources. A study of the effects of humans on natural environments; past and present ... and what the future holds. Investigation of diverse conservation/management plans, goals, and results. A study of how different cultures view nature; attitudes, behavior, relationships, and values.

CONCEPT	TOPIC	ESSENTIAL STUDENT OUTCOMES	PERFORMANCE INDICATORS	CONTENT
			identify/discuss (in paragraph form or by example; graphic/verbal/written) three types of human conservation/management of natural resources programs. . What are the effects upon nature? . What are the effects upon humans? . What are the costs? . Who supports the programs? . Who opposes the programs?	

ACTIVITIES	INSTRUCTIONAL MATERIALS		ENRICHMENT	EVALUATION
	PRINT	NON-PRINT		
Films/filmstrips/slides/videotapes are used to introduce students to global natural environments. Geology studies in the local region; formations and rock types: igneous metamorphic sedimentary. Each student selects a human effect on natural environments and develops a report. Each student selects a conservation effort and develops a report. Local government officials discuss ZONING; necessity and effects. Field trips to conduct geology study; to collect and catalog specimens. A study of several cultures re: human relationships to nature.	PLANTS, MAN AND ECOSYSTEM Wadsworth 1970 THE EDGE OF THE SEA Signet 1955 LIVING EARTH Harper and Row 1959 THE ENVIRONMENTAL CRISIS Yale University Press 1970 AIR AND WATER Washington Square Press 1969 OUR PLUNDERED PLANET Pyramid Publications 1968 THE FRAIL OCEAN Ballantine Books 1969 MAN AGAINST HIS ENVIRONMENT Ballantine Books 1969	NATIONAL GEOGRAPHIC series Nickelodeon Cable Television (selected titles) Morocco's River Rose Water - A Fresh Look Alyeska - Arctic Wilderness Tree of Life Lanzarote: Land of Parched Earth Water, Birth, Planet Earth	Students develop a geology display of specimens collected during field-based activities. Field trips to art exhibits/museums to observe impressions of natural environments. Students interview individuals involved with natural environment stewardship. Slide/tape presentations re: natural environments of the local community/area. How used? How managed? How does the exploration for natural resources affect natural environments?	Reports Independent activities/study Projects Writing ability; self expression Art work; self expression Quizzes/Tests Group activities Discussions

CONCEPT	TOPIC	ESSENTIAL STUDENT OUTCOMES	PERFORMANCE INDICATORS	CONTENT
STEWARDSHIP	Social Environments and Humans	Students will demonstrate an understanding of the relationship(s) between humans and global social environments	Students will: identify/discuss (in paragraph form) three diverse types of social environments, e.g., . First World . Second World . Third World . rural/agrarian . urban/industrial . traditional/static . modern/changing . capitalism . communism . totalitarian . monarchy . democratic . autocratic . religious . secular match descriptions with correct social resources or identify/discuss (in paragraph form) four social resources and how humans have exploited/used them; past and present, e.g., . data/information . people . power . social status . wealth define/discuss (in paragraph form) the CARRYING CAPACITY of	A study of diverse global social environments. A study of social resources; character, quality, functions/purpose served, and effects upon nature. Sociological study of diverse COMMUNITY structures: . communes . cities . megalopoli . towns . villages and how each effects the surrounding natural lifespace environment. A study of diverse global economic, political, and social systems; past and present, and the effects of each on nature/humans.

CONCEPT	TOPIC	ESSENTIAL STUDENT OUTCOMES	PERFORMANCE INDICATORS	CONTENT
			social environments re: . crop production . land use/zoning . manufacturing . overcrowding in given areas . population . services/goods . wealth identify/discuss (in paragraph form or by example; graphic/verbal/written) three types of human conservation/management of social resources programs. . What are the effects upon social organizations? . What are the effects upon humans? . What are the costs? . Who supports the programs? . Who opposes the programs?	A study of human misuse of natural environments. A study of human stewardship re: preservation of the quality of natural environments/resources.

ACTIVITIES	INSTRUCTIONAL MATERIALS		ENRICHMENT	EVALUATION
	PRINT	NON-PRINT		
Films/filmstrips/slides/videotapes are used to introduce students to global social environments. Guest speakers discuss various conservation/management plans re: natural/social environments/resources. Students select management topics and develop reports. What is a MEGALOPOLIS? How is one created? How does it function? What human needs are met? How does it improve human life? Students develop reports. What is the CONCENTRIC CIRCLE of urban community growth? Students compare/contrast urban/rural lifestyles; attitudes/behavior(s)/values.	BEHAVIOR AND ENVIRONMENT Plenum Press 1971 THE ECOLOGY CONTROVERSY Greenhaven Press 1970 ECOLOGY Holt, Rinehart and Winston 1969 MAN AGAINST HIS ENVIRONMENT Ballantine Books 1970 THE GLOBAL 2000 REPORT TO THE PRESIDENT U.S. Printing Office 1980	NATIONAL GEOGRAPHIC series Nickelodeon Cable Television (selected titles) The Amish The Sherpa of Napal Saudi Camel Race	Students visit a section of a megalopolis to observe lifestyles. Students interview decision makers and officials re: problems in a megalopolis and possible solutions, e.g. unemployment housing health care family planning services Bulletin board displays/wall maps depicting the major population centers of the world. How are social resources used/managed in the local area? people wealth technology manufacturing	Reports Independent activities/study Projects Discussions Writing ability; self expression Art work; self expression Quizzes/Tests Group activities

CONCEPT	TOPIC	ESSENTIAL STUDENT OUTCOMES	PERFORMANCE INDICATORS	CONTENT
STEWARDSHIP	Global Cooperation for Natural/ Social Environment Interdependence	Students will demonstrate an understanding of WHY global cooperation is an important human goal Students will demonstrate an understanding of various types of global cooperation and the effects of each on natural/ social environments and humans.	**Students will:** identify/discuss (in paragraph form) three cooperative efforts or match cooperative efforts with correct descriptions, e.g., . UNITED NATIONS . UNESCO . WHO . WORLD BANK . RED CROSS list/discuss three goals of humans re: maintenance and preservation of natural/social systems. Identify personalities, dates, places/events, e.g., . Declaration of Human Rights . League of Nations . United Nations . Geneva Accords . SALT I . Red Cross discuss (in paragraph form) (in graphic/verbal/ written form) how and why global cooperation is critical to the successful achievement of stated goals.	A study of 19th/ 20th Century efforts at international/ global cooperation in several areas: . economics . politics . military alliances/ preparedness . scientific research . communications . technical assistance . humanitarian efforts . disaster relief . health care and how each effort has effected natural/ social environments and humans.

ACTIVITIES	INSTRUCTIONAL MATERIALS		ENRICHMENT	EVALUATION
	PRINT	NON-PRINT		
Films/filmstrips/slides/videotapes are used to introduce students to global cooperation efforts. Foreign language teacher(s) discuss communication as part of the cooperation process. Mini lessons in basic foreign language phrases. Historical review of international attempts. Reports are developed. Guest speakers include Peace Corps volunteers, Red Cross personnel, missionaries, etc. What are: Common Market World Bank Trade agreements Favored Nation status Favorable Balance of Trade	ENVIRONMENTAL CONCERNS: THE WORLD Harcourt Brace Jovanovich 1977 WORLD BANK ATLAS 1985 Foreign language newspapers HOTALINGS NEWS AGENCY, INC. 142 W. 42nd Street New York, NY 10036 POPULATION GROWTH THE LOCAL PERSPECTIVE Zero Population Growth 1983 PROBLEMS OF OUR PLANET: AN ATLAS OF EARTH AND MAN John Bartholomew and Son 1981 HUNGER: THE WORLD FOOD CRISIS National Science Teachers Assoc. 1977	Beyond the Next Harvest Population Reference Bureau (f) More Population Reference Bureau (f) Population Ecology Population Reference Bureau (f)	Students develop audio-visual reports comparing different languages ... using the same sentences/phrases. Students select events related to the topic and develop audiovisual reports. Bulletin board timeline displays of cooperation efforts. Students develop reports re: industrial growth in selected nations. How does that growth effect relations with other nations? Students develop an audio-visual report re: PEACE MOVEMENT of the 1960s.	Reports Independent activities/study Projects Writing ability; self expression Art work; self expression Quizzes/Tests Group activities Discussions

S T A T E M E N T

As a student progresses through the several grades, there is a need for him/her to develop basic skills which will enable that person to mentally develop spatial relationships between diverse global environments and/or culture groups . Geographic education is the means by which goal achievement can occur .

As a student progresses through the several grades, there is a need for him/her to develop a basic understanding of the relationships between humans and their natural/social lifespaces as well as between culture groups ... in the economic, political, and social arenas of day-to-day co-existence on OUR COMMON HOME: EARTH . Sociology blended with ecological studies is the means by which goal achievement can occur .

Blended together, geographic education, ecological studies, and a sociological perspective can enhance student awareness of/ exposure to/ direct or vicarious interaction with natural and social lifespace phenomena on a global scale . Students perceive the differences and similarities of natural environments and cultures, worldwide . They come to understand the characteristics of diverse settings and learn to appreciate the uniqueness of diverse culture traits .

Why do Hindus believe in reincarnation ? Why do some societies practice polygamy ? Why are women considered to be inferior to men ... in some societies ? Why, in some societies, are individuals considered guilty until proven innocent ? Why are some people nomadic ?

There are endless hundreds of questions to be posed by students as they study the nature and character of diverse global natural/social environments .

ADDENDUM

For too long, MAN has indiscriminately used and misused nature's plentiful resources. There has been a lack of consideration for the quantities of materials used at any given time.
MAN looks to the forests and sees a bounty of trees ... CUT THEM DOWN!
MAN looks to the seas and discovers fishes galore ... CATCH THEM ALL!
MAN looks to the skies and witnesses the migration of countless numbers of birds ... SHOOT THEM DOWN!
MAN looks to nature's mineral deposits ... DIG THEM UP!
MAN looks to the mountains and hills ... TEAR THEM DOWN!
MAN looks to the rushing waters ... DAM THEM UP!
MAN looks at the wild flowers ... PLOW THEM UNDER!
Everywhere MAN looks he sees nature and has an urge to master it; destroy it.

Richard Peters. MAN'S RELATIONSHIP TO HIS WORLD (Los Angeles: Ecology Center of Southern California, 1976)

Direct citizen participation in the processes of environmental protection and stewardship are crucial to the promotion and inculcation of the FOUR FREEDOMS of all human beings into man's social order:

freedom of everyone to recreate and to enjoy clean environments;

freedom to survive, as individuals and as a collective totality, within natural and social environments;

freedom of self determination as a species to plan the future by protecting the environment now;

freedom from want; freedom from a scarcity of clean air, water, and living space.

Richard Peters. "The NEW Spirit of St. Louis," Environmental Education Report January 1977

SELECTED REFERENCES

Billings, W. D. Plants, Man and the Ecosystem (Belmont, CA: Wadsworth, 1970)

Carson, Rachel. The Edge of the Sea (New York: Signet, 1955)

Debell, Garrett. The Environmental Handbook (New York: Ballantine Books, 1970)

Esser, A. H. Behavior and Environment (New York: Plenum Press, 1971)

Farb, Peter. Living Earth (New York: Harper and Row, 1959)

Graham, Frank. Since Silent Spring (New York: Fawcett Crest Books, 1970)

Helfrick, Harold. The Environmental Crisis (New Haven: Yale University Press, 1970)

Marx, Wesley. The Frail Ocean (New York: Ballantine Books, 1969)

Odum, Eugene. Ecology (New York: Holt, Rinehart and Winston, 1969)

Osborn, Fairfield. Our Plundered Planet (New York: Pyramid Publications, 1968)

Peters, Richard. "Developing the Concept of Cooperative Living Habitats," The Social Studies Teacher February/March 1983

Peters, Richard. How To Teach About Human Beings and Their Environment (Washington, DC: National Council for the Social Studies, 1976)

Rienow, Robert. Man Against His Environment (New York: Ballantine Books, 1970)

Storer, John. Man in the Web of Life (New York: Signet, 1968)

Udall, Stewart. The Quiet Crisis (New York: Avon, 1964)